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ABSTRACT

Master handouts and transparencies needed for activities and instruction are contained in this document, which is part of a career development unit on coping in the world of work designed to assist students in developing coping strategies to deal with work entry and job adjustment problems. (Other components of the unit--instructor's handbook, student guide, and filmstrip/sound cassette programs--are available separately.) (TA)

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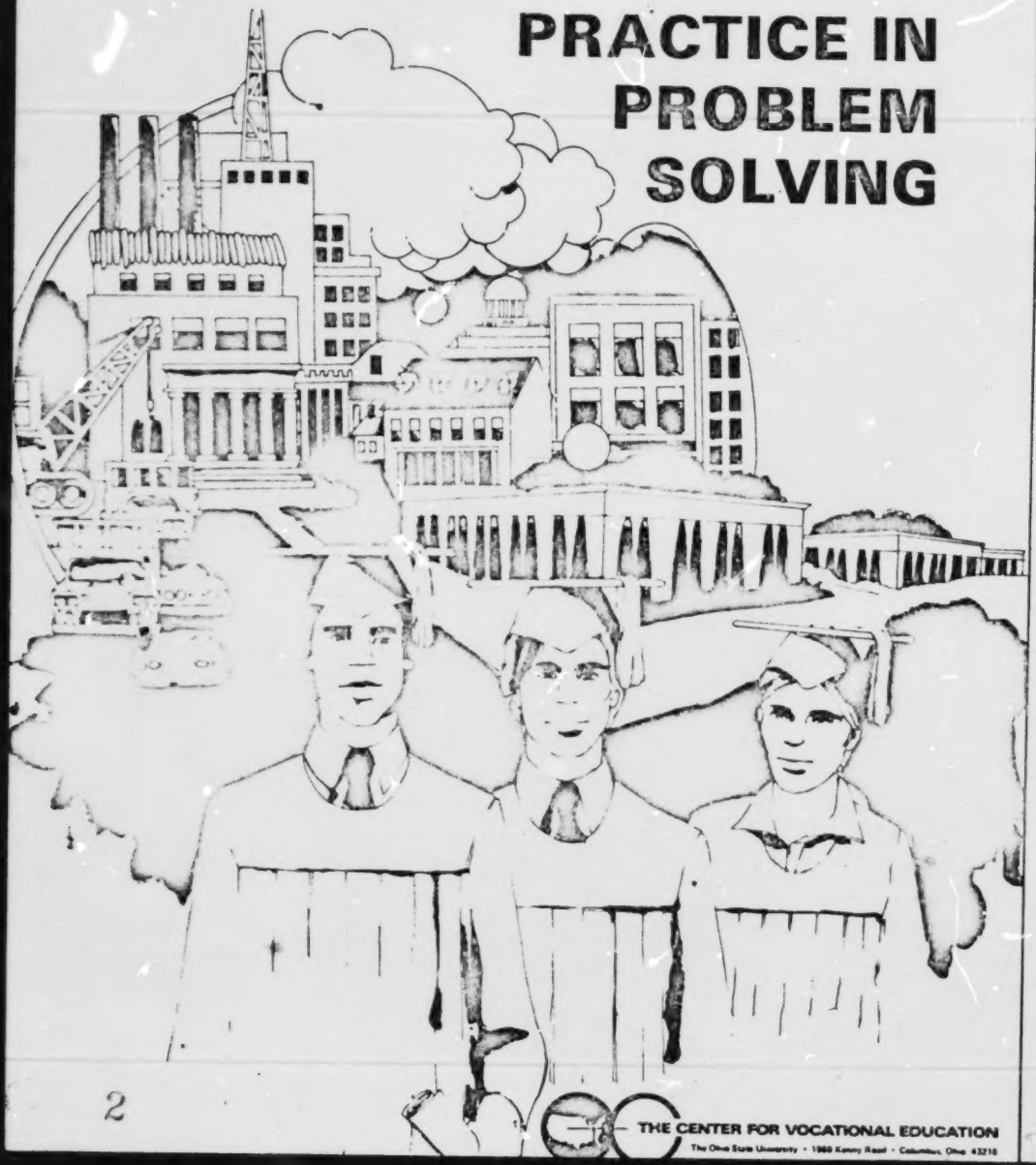
CE 012 579

COPING IN THE WORLD OF WORK--

PRACTICE IN PROBLEM SOLVING



THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210

ED145115

Research and Development Series No. 120C

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Masters

Handouts & Transparencies

SOCIODRAMA

Note to Actors: Speak loudly when talking and, though you may look at the other actors, do not turn your back to the audience. Speak at a normal pace, pausing at commas and periods. Characters may be either male or female. Thus, all pronouns in the sociodrama, which are now written for male characters, may be changed to female when a character is played by a female. You are to perform these roles as if you were acting in a real play.

Characters:

Scene I

Narrator — provides commentary during sociodrama

Pat — about 50 years old, capable, hard working

Bobby — 18 years old, intelligent, just out of school, willing to work

Terry — young worker

Dale — young worker

Scene II

Narrator — provides commentary during sociodrama

Lou — store manager

Pat — about 50 years old, capable, hard working

Mel — middle aged worker

Bobby — 18 years old, intelligent, just out of school, willing to work

SCENE I

Setting: A pair of characters, Pat and Bobby, stand together toward one side of the room. They pretend to arrange items on an imaginary stack of shelves. Another pair of characters, Terry and Dale, are similarly engaged across the room.

Narrator: Pat and Bobby are in a store arranging some sale items for a promotional display. Pat is about thirty years older than Bobby, who was hired for his job just two days ago.

Pat: We'll place these heavy glass jars along the bottom shelf.

Bobby: No, wait a minute! That stuff's more popular than the other items. It'll sell faster, so we'd better put those jars on the second-to-top shelf so customers can get at them more easily.

Pat: Put 'em way up there, and if any of them fall, they'll smash all over the place. They're glass and they're too heavy. Put 'em down near the floor.

Bobby: Look, they won't sell there, and there's a reason . . .

Pat: [interrupting]: And get these big yellow boxes off the display. They're taking up too much room. Put all the bulky items on the floor, so we've got enough room for the other stuff.

Bobby: Hold on, now! The yellow boxes are the most attractive items here. We want to get people over to this display. Put the bright items at the customer's eye level so to attract him over here.

Pat: We ought to hang the bright kids like you on this display. Maybe your winning smile will attract folks. What we want to do is sell these items when the customers get over here. If you pack the top shelf with a few big bulky items, no one's going to see what else is for sale. Put the big yellow boxes on the floor and the smaller items on the top shelf.

Bobby: Look, we learned this in marketing class—always put . . .

Pat: Well, at the University of Hard Knocks, I was educated to realize you can't sell what can't be seen.

Bobby: I'm fully aware of that. I only want to apply some of the effective selling techniques we learned at school.

Pat: Look, what's more effective than on-the-job experience? I've got twenty-three years at this kind of work, seventeen with this company. I know what I know, what I've seen, not what somebody else taught me.

Bobby: All right, this is my first full-time job, but I've had two years of part-time experience selling on a couple different jobs, and I've had two years of school courses on subjects directly related to what we're doing here. And those courses were taught by experienced teachers . . .

Pat: Experienced at what? Erasing boards? Come on, you can't compare school stuff with on-the-job experience. Experience is its own teacher. Now get the jars and boxes . . .

Bobby: Wait a minute, nobody's a boss here, and neither one of us is in charge. Let's compromise. We'll put the boxes down and move the jars up . . .

Pat: You move the jars up . . . Never mind. You set the display up here however you feel like it. I'm going to set up the other display across the store.

[Pat walks over to Terry and Dale, who are arranging another display far away from where Bobby is standing.

Pat: I'm starting to wonder what use experience is around here.

Terry: Why?

Pat: This younger kid, Bobby, seems to have all the know-how without the bother of experience. He's/she's got instant experience from school.

Dale: Giving you advice, already?

Pat: Yeah.

Terry: Any of it any good?

Pat: Hell, I don't know. Bobby's talking about things like packaging appeal and consumer decision-making. All I know is customer convenience and sales.

Dale: Bobby's teaching you things you never learned in all those years of experience, eh?

Pat: That's got nothing to do with it. What's Bobby got to teach me after a couple days on the job? You think he/she already knows what it took me years to learn?

Terry: It's possible. Bobby may know some things you never learned. Schools these days are getting into whole new approaches to all kinds of jobs.

Pat: So then what's the use of any old, experienced worker? If you can hire youths who know everything already, you don't need people who've got only experience going for them.

Dale (humorously): A good point, Pat. You may find yourself out of a job before you get a chance to retire.

END SCENE I.

SCENE II

Setting: Two characters, Pat and Mel, stand together at one side of the room. A single character, Bobby, is busy across the room. Another character, Lou, is in the center.

Narrator: This scene takes place about a week later.

[Lou, the store manager, walks up to Pat and Mel, another worker, as they are talking.]

Lou: Pat, I heard about your run-in with Bobby over setting up the store display, how Bobby learned a new way in school but you liked doing it the old way.

Pat: Something like that. But I'm beginning to see that Bobby wasn't just being smart-aleck about it. He/she just wanted to try out something he'd/she'd learned in school.

Lou: It worked pretty well too, it seems.

Pat: Yeah. The way Bobby set up the display attracted more customers than anything else in the store.

Lou: So you're not too bothered by the matter with Bobby?

Pat: Well, I was a little concerned about my own job security, what with younger people coming in and doing a better job.

Mel: But that's nonsense! Bobby had a good idea, but he/she still had to take your advice on where to put those big glass jars. A couple of them were smashed all over the aisle until we moved most of them to the bottom shelf and left just a few samples on the top. [Pause] I bet that's what really bothered you—you were worried about being shown up by some young kid and maybe losing your job.

Pat: Well, the guys were kidding me about that. They were talking about taking bets on how long it would be before I was replaced by a thirteen-year old.

Lou: Now, you know we're going to have to rely on your experience, no matter how many bright kids we hire. While you may not come up with so many ideas, you're more reliable. You won't make many mistakes, and those you do make won't be so disastrous as the ones some one just coming into the business makes.

Pat: That's what I came to realize. After Terry and Dale kidded me about our disagreement I thought the whole thing over. Then I knew it wasn't really the argument with Bobby that was bugging me. I was concerned that after being here so long I didn't have much to offer after all. But when I discussed this with the other guys, I realized I didn't have anything to worry about. I don't really have anything against Bobby, either.

Lou: Good! Have you talked with Bobby about this?

Pat: Not yet. I tried to talk with him/her the other morning, but he/she didn't seem to want to discuss it.

Lou: Well, I'll go over and have a talk with Bobby about it now.

[Lou walks over to where Bobby is working.]

Lou: Bobby, how're things going?

Bobby: The job's OK, but I don't feel so comfortable about working here.

Lou: Why's that, Bobby?

Bobby: Because I think there's discrimination against young people and new ideas around here.

Lou: Are you talking about the run-in you had with Pat the other day over setting up the store display?

Bobby: That's right. Pat and I just don't get along. Pat doesn't have any respect for my ideas, and I don't like his/her attitude.

Lou: Well, I don't think it's a matter of discrimination. I just talked with Pat and he/she realizes that the incident with you was a mistake that shouldn't have happened. Pat realizes the matter was more complex . . .

Bobby: The matter was very simple—we don't get along.

Lou: Maybe it was actually more complex than you think. Pat said that when he/she thought it over, he/she realized that with him/her it was related to his/her feelings about keeping up with progress and changes on the job and to his/her concern about losing his/her job to some new worker like you.

Bobby: I don't see any complex problem here at all. It's just a matter of personalities, and Pat and I don't get along. He/she may have a problem, but I don't have any.

Lou: Well, I wish you wouldn't see it that way. It's important that you two get along here and work together in your jobs.

Bobby: It's not easy working with someone three times your age, who thinks the job's got to be done the way it was done in the Middle Ages.

Lou: I wonder if I detect a note of prejudice in <u>your</u> attitude toward Pat. Maybe you have less respect for him/her because he's/she's an older worker.

Bobby: That's got nothing to do with it. He's/she's the one who has no respect for my ideas, and I just don't feel like putting up with that nonsense.

END OF SCENE II.

THE PARTS OF THE PROBLEM

In the case study which follows, there are parts or elements in the overall problem which can be identified as causes, symptoms, or both. You are to figure out what each part is by using the checklist, page 46. Put your answers, using the code shown on the checklist, in the space provided below the case study. Read the entire story first and then go back to each part to try to answer the questions. While on your own job, you must solve your own problems; one of the first steps is to recognize symptoms and find out what is causing them. A symptom, however, is not a job adjustment problem in itself; it should only alert you to the existence of a possible problem.

The first part or element has been identified for you. Try the others using your checklist.

There are more spaces given you in all of these exercises than you will need. Be sure to put your name on the exercise. Good luck!

STUDENT EXERCISE

BRISTOL

Bristol got to her job about thirty minutes late this morning. In addition, she took a coffee break that lasted ten minutes longer than usual. Realizing how far behind she was in her duties, she began to feel the pressure and, as a result, developed a headache.

Element	Cause, Symptom, or Both (C, S, or B)
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

CHECKLIST

1. "Do you know whether this produced an effect?" - If "Yes," then it is a cause.

2. "Does the worker show signs of a problem, and is this one of the signs?" - If "Yes," then it is a symptom.

3. If both questions can be answered "Yes," then it is labeled both.

On the case studies, label each element as follows:

C = Cause

S = Symptom

B = Both

THE PARTS OF THE PROBLEM

ANSWERS AND DISCUSSION FOR BRISTOL

The elements in this work adjustment problem:		C, S, or B
1.	Being thirty minutes late to work	C
2.	Taking a coffee break that lasted ten minutes longer than usual	C
3.	Realizing how far behind she was in her duties	B
4.	Feeling the pressure	B
5.	Developing a headache	S

Numbers 1 and 2 are causes of Bristol's problem since they answer the question, "Did this produce an effect?" The effect produced or symptom (sign) of the problem is number 5 since it answers the question "Does the worker show signs of the problem and is this one of the signs?" Numbers 3 and 4 are both since they answer both questions and represent both causes and symptoms.

CASE STUDY NO. 1: BRUCE

Using the Checklist for reference, decide what part of the problem each element in the following case study represents. Use the code provided on the Checklist when recording your answers. Be sure to read through the entire case study before trying to answer. Also, use the questions on the Checklist as guides in determining your answers. Avoid reading additional elements into the case study.

Bruce has a problem. What it is, he isn't sure. For about six months since graduating from high school, he has been working as a clerk in the American Manufacturing Company. Last Monday morning his boss came in to tell Bruce he was promoting him to senior-clerk status which, Bruce knew, involved additional responsibilities. In considering these additional responsibilities he began to feel uncomfortable and made a number of errors on his records. While driving home that evening, he began to think about what his boss had told him that morning and became upset. He drove through a red light and, as a result, narrowly avoided an accident.

Element	C, S, or B
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

CASE STUDY NO. 2: HOLLY

Using the Checklist for reference, decide what part of the problem each element in the case study below represents. Use the code provided on the Checklist when recording your answers. Be sure to read through the entire case study before trying to answer. Avoid reading additional elements into the case study.

Holly is very good at operating the keypunch machine and enjoys her work. When the company she works for switched to the latest model, she became confused. Contributing to the problem at the same time was a move to a larger office. Because of her confusion and the noise of the machines, she made many mistakes which, in turn, produced a headache.

Element	C, S, or B
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

KIM

(fold on dotted line)

KIM

WHO YOU ARE: You are a young draftsperson in the drafting department of Builders' Associates. Your boss has been coming over to your desk and standing over you lately. He/she doesn't say anything but just seems to be watching you. This behavior is making you very nervous.

YOUR PART: You may describe the situation and ask any one or all of the persons in your group for opinions on the boss' behavior. You are looking for information in order to determine whether there is a problem and, if so, what it is.

HOW TO DO IT: Since you need the co-workers' information to help you determine the boss' behavior, it will be up to you whom you will contact and how many times you go to each person for help. You may stop if and when you feel you have determined the reasons for the boss' behavior.

Some questions you might ask

1. Can you tell me what the boss is really like?
2. Should I go ask him/her if there is anything wrong?
3. Should I try to forget it?
4. Has this ever happened to you?

BOB

(fold on dotted line)

BOB

WHO YOU ARE: You are a senior draftsman in the drafting department of Builders' Associates. You have worked there twenty years. You like Kim and want her/him to be a very successful draftsperson.

YOUR PART: You know that when the boss is upset with someone he stands around and watches that person. You can tell Kim about this, but you don't know why the boss is upset with him/her.

HOW TO DO IT: You like Kim and want to help. You also want the group to work together so you may help Kim get information from the other members of the group by asking questions that you think will help.

LINDA

(fold on dotted line)

LINDA

WHO YOU ARE: You are a young draftswoman in the drafting department of Builders' Associates. You started working the same day Kim did. You really don't like Kim very much.

YOUR PART: You will tell Kim that the boss has told you several people have been coming in late, leaving early, and taking extra time at breaks and lunch. The boss seemed pretty upset about this, but he didn't say who the people were.

HOW TO DO IT: You can act your part out any way you wish. Remember, you don't like Kim and want him/her to know it. For example, you may pick on him/her, laugh at his/her story, or just talk about something else. You must give Kim the information about what the boss told you if he/she asks you.

CINDY

(fold on the dotted line)

CINDY

WHO YOU ARE: You are the secretary to the boss of the drafting department. The boss tells you generally what's on his mind. You like Kim and want to help.

YOUR PART: You will tell Kim that you think the boss is unhappy with him/her, but you don't know why. The boss had you pull Kim's personnel folder last week and put it on his desk.

HOW TO DO IT: You may act this out any way you wish. For example, you may tell Kim how you feel about the boss' likes and dislikes. Explain how he acts in different situation. You may ask Kim questions, or help him/her ask the others questions; however, the information you give him/her about his/her problem must be limited to the information above.

ALLAN

(fold on dotted line)

ALLAN

WHO YOU ARE: You are a draftsman in the drafting department of Builders' Associates. You are working in the same department and under the same boss as Kim. You are the type of person who likes to keep up on all the office gossip.

YOUR PART: You will tell Kim that you overheard someone say that his/her production has been down lately. You will also try to keep the other members of the group involved in related chatter while Kim is trying to get information.

HOW TO DO IT: You may act your part out in any way you wish. You can ask Kim questions or talk to him/her about other things but, the information you give him/her about the problems must be limited to the information above.

JEAN

(fold on dotted line)

JEAN

WHO YOU ARE: You are working in the personnel office of Builders' Associates, and you handle all the business concerning the drafting department.

YOUR PART: You know that Kim's boss has been in your office inquiring about Kim's past performance records, but you don't know why.

HOW TO DO IT: You are the type of person who doesn't really care too much about other people's problems. You will tell Kim about the boss coming around and asking questions, but other than that you have problems of your own that you want to talk about and do talk about.

INFORMATION SOURCES RATING SCALE

Using the case study of Mary Martin for reference, evaluate the following sources of information in terms of their accessibility and value for Mary's problem.

Definitions

1. Accessibility: Is this source easily accessible for immediate problem identification? (e.g., easy to get to or reach).

2. Value of Source: Is this source able to provide you with information for problem identification even if it is not accessible; value means worth.

Ranking

After rating each source, please write the number "1" next to your choice of the best source of information and "2" next to your second best choice.

YOU ARE TO TAKE ALL VARIABLES (ACCESSIBILITY; VALUE) INTO ACCOUNT WHEN DETERMINING RANKING.

INFORMATION SOURCES RATING SCALE (ISRS)

Source of Information	Accessibility (yes)	Accessibility (no)	Value of Source (please check one): Very Useful	Average Usefulness	Least Useful	Ranking (top 2)
Co-worker						
Supervisor						
Newspaper						
Neighbors						
Salesperson						
Secretary						
Ed Armstrong						
District Manager's Office						
Others (not in story)						
Safety Manual						
Employment Office						
Dancing Instructor						
Union Representative						

SOLUTIONS - 1

(Use lines to indicate information sources necessary to implement each solution)

Possible solution A: Kurt calls a total staff meeting to get to know his staff members.

Possible solution B: Kurt does nothing and continues to run things the way they have been run.

Possible solution C: Kurt has his secretary type a memo concerning the new office procedures, rules, and regulations and has it distributed to the staff members.

Possible solution D: Kurt selects two or three staff members whom he likes and places them in positions of authority.

Possible solution E: Kurt allows the department to run the way it has been and works the changes in gradually.

Possible solution F: Kurt approaches his supervisors with his plans and his dilemma. He asks them to set up his procedures for him, making it seem that the procedures are being implemented from higher levels of administration.

WORKABILITY AND USEFULNESS RATING SCALE (WURS)

(Small group form)

To Do:

1. While in your groups, decide which information station may be important to to to.
2. Go to the various information stations around the room.
3. Collect any and all information you feel may apply to your three solutions.
4. Return to your group.
5. Evaluate your solutions in terms of workability and usefulness for correcting this problem.

Definitions:

1. Workability: With the physical situation and the personality of the character involved, is it possible for the solution to be carried out?
2. Usefulness: The degree (most to least) to which the solution will correct the problem.

Ranking:

After rating each source, please write the number "1" next to your choice of the best solution, a "2" next to your second best choice, and a "3" next to your third best choice. Please keep both workability and usefulness in mind when determining your rankings.

Solution	Workability (yes)	Workability (no)	Usefulness (please check one) most	Usefulness (please check one) average	Usefulness (please check one) least	Rank (1, 2, or 3)

SOLUTION RANKING SCALE (SRS)

(Large group consensus form)

Ranking:

Please write a "1" next to the group's choice of the best solution, a "2" next to the second best choice, and so on through the first six solutions. Keep both workability and usefulness in mind when ranking and try to come to a group agreement based on the same reasons you selected for your first set of rankings.

Solution	Ranking (1 through 6)
A	
B	
C	
D	
E	
F	

NEWSPAPER CLIPPING

Fair Woods, Georgia, January 19 ____
It was learned today that a division of Apex Industries will be laying off 30-40% of their workforce. President of Apex, Horace Martin, indicated that this was a direct result of cutbacks in government spending. This will mean a minimum of 320 people in Fair Woods and the surrounding communities will be without jobs. No immediate prospects for rehiring will occur, a company spokesman said. However, a number of the employees who could be affected were interviewed with some surprising results.

One employee indicated he felt the company had mismanaged its funds and would be forced to lay off its workers because of it. Another man felt that enough changes could be made to keep the employees on the job.

Another company spokesman stated that a new man had been transferred to the Atlanta district office and he hoped that the policies instituted by this man should swing the scales in favor of the employees. What happens next will depend on which moves are made first and by whom.

PROCEDURE MANUAL

INTRODUCTION

In this book of general guidelines, you will find a variety of company rules and policies. All of them have been developed over many years of trial and error. That is not to say that they are flawless or are to be followed exactly under all sets of circumstances. Indeed, there will be many times when your own judgment and experience will be your best guide. However, all procedures were designed with the idea of utilizing all resources maximally with a minimum of effort by all concerned. If you use this book with these ideas in mind, you will help communication, production, and each other.

Rule 11-b. Staff/Supervisory Procedures

No higher level supervisor shall initiate procedures and policies that were not formulated and implemented at the appropriate sub-level. The only exception to this rule shall be that which concerns overall company policy and directions which shall be initiated only at top management level.

SECRETARY - SARAH STEVENS

Responsibilities: Standard secretarial duties such as typing, filing, answering the phone, and so forth.

Sarah is quite efficient and has never complained when put under pressure to complete extra duties or stay late. As a result, many people have come to depend on her reliability and performance. Her ability as a typist is unquestioned and she handles dictation very well.

MEMORANDUM

DATE: January 28, 1974 DISTRIBUTION:

TO: All Staff

FROM: Kurt B. Adams

SUBJECT:

I am pleased to be here and am looking forward to working closely with you. Over the next few months I will be working hard to orient myself to the goals and procedures that have been used in the past. I hope to be able to make some relevant suggestions at various times in the future.

SECRETARY - SALLY HIGGINS

Responsibilities: Receptionist, typing, and filing.

Sally is a person who enjoys getting involved in a variety of activities including the office bowling league as well as community affairs such as volunteer work at the Red Cross. Often, she can be found in the coffee break room or chatting with one of the other secretaries. She likes the company she works for but does not like her specific duties as a secretary because she does not like to file and type.

MEMORANDUM

DATE: January 31, 1974 DISTRIBUTION:

TO: J. Perron, Vice President

FROM: Kurt B. Adams

SUBJECT:

In reference to our conversation of yesterday, what do you think about moving these people into management positions?

Dept. M

~~Frank Smith~~
~~Red Bennett~~
?? Bob Ofrom
Will James

Dept. P

Don Green
~~Ed Williams~~
Joanne Barday
~~Al Brown~~

KBA

Thanks, but I don't think so/ might create some hard feelings.
JP

SENIOR SUPERVISOR - WILLIAM BOYD

Responsibilities: Organizes, conducts, and supervises all staff functions.

Bill has been with the company for fourteen years and is very conscientious. He knows his job well and is aware of the functions, strengths, and weaknesses of the staff. He has the authority to stop production in order to have a staff development meeting. He is usually always available for staff problems on Wednesdays and Thursdays from 3 p.m. to 5 p.m.; however, it generally takes a month or two to set up a meeting.

SUPERVISOR - EARL DONOVAN

Responsibilities: Oversees company operations.

Earl has a motto hanging above his desk that states:

"NO PROBLEM TOO BIG,

NO PROBLEM TOO SMALL, WE HANDLE THEM ALL."

He enjoys working hard and likes to have the people under him do the same thing. In a recent review and evaluation he was quite pleased to learn that his section was rated very high on efficiency.

MEMORANDUM

DATE: January 15, 1974 DISTRIBUTION:

TO: All Staff

FROM: J. Perman, Vice President

SUBJECT: Company Layoffs

Due to cutbacks in government spending we anticipate a temporary reduction in our work-force of about 30-40 percent. However we will have a new man coming from Columbus, Ohio, who should be very helpful in preventing and/or alleviating this potential problem. We will do all in our power to make this reduction as temporary as possible.

SOLUTIONS - 2

(Use lines for any notes you may want to make)

Possible solution A: Joe can switch to the night shift so he will be home during the daytime.

Possible solution B: Joe can take a day off work in order to meet with the school psychologist, teacher, and/or principal.

Possible solution C: Joe can talk with his son to try to learn the cause of the problem.

Possible solution D: Joe can talk with his neighbors whose children are in the same classroom to see what they suggest.

Possible solution E: Joe can have his son attend a different school.

Possible solution F: Joe can try to spend more time with his son to work out their differences.

WORKABILITY AND USEFULNESS RATING SCALE (WURS)

(Small group form)

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Solution	Workability (yes)	Workability (no)	Usefulness (please check one) Most	Average	Least	Rank (1, 2, or 3)

SOLUTION RANKING SCALE (SRS)

(Large group consensus form)

Ranking:

Please write a "1" next to the group's choice of the best solution, a "2" next to the second best choice, and so on through the first six solutions. Keep both workability and usefulness in mind when ranking and try to come up to a group agreement based on the same reasons you selected for your first set of rankings.

Solution	Ranking (1 through 6)
A	
B	
C	
D	
E	
F	

PSYCHOLOGIST

Ever since Ralph Bernardo came to Newbury six months ago he has been struck by the seeming lack of consideration given to his position by both administrators and parents. When he was first introduced at the PTA meeting he was greeted with something less than an enthusiastic response. Ralph is very eager, though, to become involved with people and wishes people would use his office to its capacity.

MEMORANDUM

DATE: March 11, 1974 DISTRIBUTION:

TO: Ralph Bernardo, Psychologist

FROM: Maude Sanford, Principal

SUBJECT: Discipline

We are very glad to have you here at the school and look forward to utilizing your background and experience.

I want to take this opportunity to make you aware of certain minor discipline problems among some of our young men. I have met with a number of teachers and it has been suggested that we organize some parent/teacher/psyhologist/principal conferences and we would hope that you will attend whenever possible.

I will be available if you want to examine or discuss any pertinent student information prior to these scheduled meetings. If you have any questions or comments please feel free to contact me at any time.

SUPERVISOR - TERRY WILLIS

Responsibilities: Staff and duty assignments, and operation supervision.

Terry is the type of supervisor who must have everything running smoothly, and he is willing to make compromises to keep things that way. He is an easy going type of guy who likes to let his staff work through their own problems and will generally accept all suggestions if they do not conflict with company policy. As a result, he continually makes changes in time schedules and staff responsibilities.

Terry is a family man with three teen-age boys, and he is very concerned about dividing his time equally between his work and his family. He also encourages the same kind of involvement on the part of his workers and will usually make any changes to help his staff establish wholesome family/work relationships.

NEWSPAPER CLIPPING

Newbury, September 28 _____

Many of the local schools today were closed while teachers and administrators met with the local school board to determine the future of a variety of school policies. Among the policies under consideration are the following:

*Whether or not the two local high schools and junior high schools should be incorporated into one large school.

*Whether or not Andrew School District would be changed to the new reading program which underwent testing all last year.

*If interschool transfers would be permitted during mid-year.

Debate on the first issue will probably not be resolved until it is known whether the proposed school bond issue will be passed by the voting public next month. The new reading program, it is expected, will be implemented by next fall and interschool, midterm transfers will probably not be allowed until other decisions now pending before the school board become resolved.

NEIGHBORS

Often after work, the neighbors in the community get together over a beer or a cup of coffee to talk about their common interests and their families. Joe enjoys getting together with his friends and since he has been having some problems with his son he has come to depend upon some advice and help from his neighbors.

Frank and Sally, who live next door to Joe, have a boy in the same classroom as Joe's son. Recently, their son told them that Joe's son, Billy, likes to hang around the schoolyard after school picking on the younger children. Billy says he dosen't have to be home until his dad comes home around 5:30 p.m. since he has nothing to do, till then.

Al and Sue have lived next door to Joe for quite some time. They believe in strict discipline for their children. Not long ago their youngest daughter who is in the same class as Joe's son stayed late after school and did not call her parents. They were worried and called the school only to find out that she was trying out for the school play. As a result, they kept her home from school the next day and punished her by not allowing her to be in the play. Al and Sue suggested to Joe that he be more strict with his son in the future.

SCHOOL

Principal: How is it going?

Teacher: Not too bad; the students really act interested. But I am still having discipline problems with those same three boys.

Principal: Are you making any headway on identifying the problem?

Teacher: Yes, I think we can get through to them but I really need some parental support.

Principal: Have you tried to contact them? Have you explained the problem to them?

Teacher: Everytime we have to send them home we call the parents and try to explain what is happening. A couple of the parents seem concerned but they don't respond. One of the boy's fathers said that he would be willing to cooperate but has a lot of difficulty getting over here during the day because of his work schedule. Of course my problem is that I am in class all day long this year.

Principal: If that father is willing to come over, I can get another teacher to substitute for one of your classes and all three of us could meet here in my office. What do you think?

Teacher: Well, OK; let us see if we can work that out.

Principal: What about the other two?

Teacher: I think it may be an influence kind of thing. If we can get the ringleader, I think we may solve all the problems.

Principal: You know, sometimes it is really difficult to deal with these parents. You remember when we had to send that one student home last week, the parents turned around and kept her out of school the next day. I just don't know sometimes.

Teacher: Me either. Well, let's give it a try anyway.

Principal: Sounds good.

Teacher: I've got to go to class. See you later, and thanks.

HOME

Setting: Joe and his wife have just finished dinner.

Joe's wife: Honey, I think we need to get closer to our children and become more involved with their interests.

Joe: What do you mean?

Joe's wife: Joey has mentioned a number of times that his friends and their fathers always go to baseball games together.

Joe: Maybe you are right. I would like to take Joey out more often. Anyway, it may help us communicate better and I might not feel as though I have to pressure him about his school work so much.

Joe's wife: O.K., Honey. How about another cup of coffee?

HOME

Setting: Three boys talking together in the recreation room.

1st boy: Man, you dudes are really lucky! I've got four sisters at home and I never get anything I want.

2nd boy: Yeah, I hear you. I always have to wash my own clothes and do the dishes. This dude here is the one who has got it made. He is always getting sent home early from school and he never has to be home until 5:30. Man, you're really lucky.

3rd boy: It ain't so nice. My old man is always lecturing me about cleaning up and studying. I just can't talk to him at all. I just tune him out all the time.

FLO EVANS' CASE STUDY

Flo Evans, who has been living with her mother and an aunt during her high school days, is about to graduate from high school. Her family has been very strict with her, not allowing her to participate in school extracurricular activities like the other girls her age. As a result she has become shy and retiring. Her mother's constant reminder that she is not capable of doing things adds to her lack of confidence.

Because Flo is graduating next month, she is quite anxious to find a job and to get out on her own. Since she has never worked before, she has had no experience in seeking a job. Recently Flo saw a list of jobs sent over from the State Employment Service posted outside her counselor's office. On the list was a job notice for a sales clerk at a women's boutique in which she was especially interested. To her it seemed like a very glamorous and exciting kind of job. Flo wrote down the address and phone number and that afternoon called to make an appointment for an interview. The following day after school, Flo went to her interview with enthusiasm. When she got to the boutique the manager told her to have a seat, that she would be with her in a few minutes. While she was waiting she observed the other sales girls at work. It seemed quite interesting. However, she noticed that the sales girls were all outgoing people. She began to feel uncomfortable and very nervous before the manager returned. In a few minutes the manager returned with a complicated application form and told her to complete it. While she was filling it out she became very frustrated because she did not know how to answer many of the questions and it seemed to her that she was leaving a lot of the application blank. When the manager returned she had Flo step into her office for an interview. During the course of the interview, it became quite apparant to the manager that Flo was nervous and shy about answering questions. The interview was concluded, and the manager informed Flo that she would contact her in the near future.

On the way home after the interview she bumped into one of her classmates and confided to her that she was not too happy about the interview. Her friend suggested that she was just too quiet and that she needed to talk more about herself and her abilities. By next week, though Flo had not received any word from the manager of the boutique, she overheard some girls talking in the hallway. One of the girls said that she had applied for a job at the boutique and had been accepted. After hearing this Flo became very disappointed and dissatisfied and began to question her abilities even more. One of her teachers, noticing that Flo was behaving rather strangely, tried to talk to her about it but was unable to find out what the problem was. However, he did suggest that she visit the counselor, talk to her mother or minister, or to someone at least. The teacher happened to mention Flo's apparent unhappiness to the counselor and later that day Flo received a note to come to the counselor's office.

Flo went to the counselor's office and very reluctantly discussed the job situation as well as what had happened when she went for her interview. Having known Flo for a number of years,

the school counselor suggested a variety of things that might help her find a job in the future. One suggestion was to go to the State Employment Service and apply for a number of jobs in order to gain experience in interviewing for a job. A second was to go to the library for help on job interviewing, testing, and filling out applications. The third possibility was to investigate various technical schools in the area that would prepare her for a specific kind of job. In addition to these suggestions the counselor set up a series of four weekly meetings to talk with Flo, hoping to bring her out of her shell and make her more outgoing. Finally, the counselor gave her three short articles to read about self-development which he hoped would help her. If you were Flo, what would you do?

FLO EVANS' CASE STUDY FORMS

I. **Identify Flo's problem(s)**

II. (List the) Causes

III. Symptoms

IV. Information Sources (for problem Identification)

V. Possible Alternative Solutions

VI. Necessary information sources for solution evaluation and implementation (e.g., people and places)

VII. Rank solutions in terms of workability and usefulness.

	Feasibility		Usefulness		
Solution	Yes	No	High	Medium	Low

VIII. List the goals the most desirable solutions should receive.

IX. Choose a solution(s) (If you were Flo)

State reasons for your choice(s)

THE RESULTS OF FLO'S CHOICES

In Flo's situation, there are two problems: (1) her shy manner and lack of self-confidence; and (2) her lack of experience in job interviewing and test taking. Flo had a number of suggestions for possible solutions to her problems. For her first problem she had three possible solutions for helping her become a more outgoing person: (1) a series of weekly meetings with the counselor; (2) some reading material about self-development; and (3) library books dealing with self-development. In evaluating these solutions, Flo decided that she would go to the four weekly meetings with the counselor and also that she would read the material given to her. Both of these solutions seemed workable and useful. For Flo's second problem, she had three possible solutions: (1) going to the state employment service and applying for a number of jobs in order to gain experience in interviewing for a job; (2) going to the library for books on job interviewing and test taking; and (3) going to various technical schools in the area that would prepare her for a specific kind of job. In evaluating these solutions for her second problem, Flo decided that she would go the state employment service and apply for a number of jobs. This solution seemed workable and useful to Flo. The goals she developed for herself involved becoming more outgoing and improving her interviewing and test taking skills.

As it turned out, Flo did in fact choose the first two solutions for her first problem. She did in fact go to the four weekly meetings and she read the three short articles. As a result of reading and going to the meetings, Flo felt that she had a better understanding of herself and was a more outgoing person. However, she had not yet been able to have any actual experience in becoming an outgoing person. For For's second problem, she went to the state employment service and enrolled in a short training program that consisted of interviewing and test taking. Upon completion of the program, Flo applied for a job at a neighborhood grocery store and was accepted. Flo likes her job and seems to be doing pretty well; yet she feels that she is still a little shy but hopes to overcome this problem in the future.

In a case such as Flo's where she had two problems, she chose her solutions, evaluated them, and then implemented them. Flo made two choices based on her goals for a successful solution and followed through with them. The solution of taking a training program on interviewing and test taking to get a job proved very positive. Flo did succeed in her training and in getting a job. Her second solution to help her become a more outgoing person has seemed to work to some extent. However, Flo still feels that she needs more time and more experience. Note that at any given time, a solution can work very well, it may work only partially, or, in some situations, it may not work at all. Whatever happens however, in order to find out whether a proposed solution will solve a problem, it is still necessary to evaluate, choose, and implement that solution or solutions.

CASE STUDY NO. 3: ERIC

Eric is in charge of a large supply room for an office building which serves as a center for four different companies located in the building. The place is usually busy with people coming and going, obtaining new supplies, returning borrowed equipment, and having equipment repaired. Because no formal organization has ever been established in the supply room, Eric is the only person who knows where anything is.

When Eric caught the flu last winter and was out for three days, the supply room was in chaos. People from all the companies were fumbling around trying to find what they needed. No records were kept of who was taking what items, so stocks got dangerously low.

The companies using the supply room decided to get together to try to solve the supply room problem. First, they set their goals. They decided on what changes would have to occur if the problem was to be solved. The following are the goals, which the companies decided on: to have more than one competent employee available to take charge of the supply room; to have supply records kept up-to-date; to have a formal organization of the supply room familiar to all the companies using it.

When Eric returned to work, he was asked to write down the complete organization of the supply room and to use this as a manual for thoroughly training all personnel working with him so that they would all become familiar with the supply room organization. Copies of this manual were to be sent to all companies in the office building.

Last week, Eric went on his annual vacation. His assistant, Chris, immediately took charge of the supply room. Since Eric had taught Chris the complete organization Chris kept things running smoothly. He kept the supply room records up-to-date, and because all the companies using the supply room were now familiar with its organization, no supply shortages occurred and no one had trouble getting needed supplies because of bad organization.

Unfortunately, the supply room had on hand only one working typewriter because the other three were taken in for repairs yesterday. Chris also had trouble filling requests for erasers because of a local strike by truckers during the past two weeks had interrupted the delivery of office supplies. Finally, because the bond paper had become too expensive, Chris had to substitute coarse recycled writing paper in place of the high-grade bond requested by the companies.

Goals

What were the goals that the companies decided a successful solution to this problem should achieve? (There may be fewer than three.)

1.

2.

3.

Wat the companies' solution successful—did it achieve the goals? _____ (yes or no).

CASE STUDY NO. 4: TIMOTHY

At the Pop Beverage Factory, Timothy is employed as an interviewer in the personnel office. His job requires that he get along well with people and treat everyone with courtesy and consideration. Timothy is from a large urban area, however, and the Pop Beverage Factory is located in the back hills of a farm state. During the past year Timothy has found it hard to deal fairly with the people he interviews. They are all rural people, who have less formal education and sophistication than Timothy's acquaintances in the "big city." Many of the job applicants find it difficult to pass the entrance exams the company gives, and few of the applicants come to the interview as Timothy expects them to, well-groomed and dressed in suits or dresses. Furthermore, Timothy cannot understand their regional speech or quaint mannerisms. He is aware that his lack of respect for these people is apparent to them and interfering with his own attempts to be tolerant and fair in his interviews.

Timothy applies for a transfer to a metropolitan area, but in the meantime he tries to change his attitude toward the local rural people. His goals are to be tolerant and fair in his interviews, and to learn to respect the people interviewed.

To accomplish these goals, Timothy decides to learn more about the local people and their culture. He attends a country music festival, reads some books on the history and sociology of the region, subscribes to local newspapers and magazines, and visits many of the homes of the people he works with.

In a short time, Timothy becomes popular with the people and he develops many friendships with his bosses at the factory. These friends try to convince Timothy to stay on. When Pop Beverage offers Timothy a raise to remain at the rural factory, Timothy decides to stay. Timothy still has not changed his attitude toward the local people, but with his new friends and raise in pay, he is content with his job.

Criteria

What were the goals that Timothy decided to achieve for a successful solution to this problem (there may be more than three)?

1.

2.

3.

Was Timothy's solution successful—did it achieve the goals? _____ (yes or no).

CASE STUDY NO. 5: MIKE

Mike read an advertisement on the inside of a matchbook cover. It said a company was looking for aggressive young men, high school graduates, who like to deal with people. The ad said that the company was willing to pay "$185.00 per week for executive trainees."

Mike applied for the job and was accepted. Working as a wholesale magazine salesman for a month now, he does not get a fixed salary, just a 5 percent commission. Since he has not been selling many magazines, he is averaging about $80.00 per week. The $185.00 per week is what the "expert" salesmen usually average.

Mike is unhappy with his job. He cannot live on what he is earning and is thinking of quitting. Yesterday, however, Mike decided to try to solve his problem by discussing the problem with his boss, Teresa. His boss was considerate and encouraging. She told Mike that many salespeople have a hard time at the beginning, that she herself earned only $54 a week when she started with the company. She also told him that she hoped he would not quit, because she liked him and she thought he got along well with the other employees. She even predicted that Mike's income would probably double within six months. Mike felt encouraged by this discussion and decided to keep the job and work harder.

Criteria

List the goals that a successful solution to this problem should achieve. (You may have less than three goals.)

1.

2.

3.

Evaluation of worker's solution: Was Mike's solution completely successful according to your goals? _____ (yes or no) Was it partially successful? _____ (yes or no)

CASE STUDY NO. 6: TOM

Tom likes to move fast. He began as a stockboy in the Discount Department Store. Although he was not a hard worker, Tom "learned the ropes" quickly. His bosses were impressed with the way he learned what needed to be done and who to get to do it. Tom became friends with the store manager, and many of the department managers were surprised by Tom's quick grasp of the work flow and selling arrangements within the store. Tom was soon promoted to floorwalker.

Everyone thought that Tom was getting along well with his co-workers. In the beginning, Tom had made friends with his co-workers who considered him a nice guy. After he was promoted, however, he changed his attitude toward his new co-workers and began treating them as inferiors. Although his position as floorwalker was on the same level as that of the cashiers and salespeople, Tom acted towards them in an unfriendly manner and frequently gave orders to them. His co-workers felt that his job had gone to his head. They began to ignore Tom, leaving him out of their social activities.

Tom felt alienated by the reaction of his co-workers, but he did not change his attitude toward them. He thought they were just jealous of his success and were too lazy to try to get ahead themselves. Tom felt that he was a smart businessman, who was determined to be successful.

During this time, the store personnel manager discovered that Tom had misrepresented himself on his application form when he had first applied for a job with the company. Tom had stated that he had a certificate in sales management from a local business school. Actually, Tom had attended some courses at the school, but had not fulfilled the requirements for the certificate. As a consequence of this discovery, the store manager decided to demote Tom to his job as stockboy. The manager told Tom that the reason for the demotion was that the store policy was to have a higher level of educational preparation for their floorwalker positions than Tom had actually achieved. In addition, the manager felt that Tom should be penalized for the misrepresentation on his application form.

Tom thought that the real reason for his demotion was his co-workers' attitude toward him. He felt that they had probably complained to the store manager and persuaded her to demote him. Tom believed that he was being treated unfairly and thought if he pressured the manager on the issue, she would have to back off and not demote him. So Tom threatened to quit if he was demoted. Tom figured that the manager would have to yield if she did not want the news to get out that the store management was harrassing one of its employees simply because his co-workers did not like him. But to Tom's surprise, the manager said that she would accept Tom's resignation if he offered it.

Goals

1. Keeping the job as floorwalker.

2. Staying with the company.

Testing

Considering the above goals, did Tom's solution to his problem concerning his position at work succeed? _____ (yes or no)

Recycling

If you think Tom's solution failed, check the step to which Tom should return in the problem solving process if he still wishes to try to solve the problem:

_____ Step I. Diagnosing the Problem

_____ Step II. Generating Solutions

_____ Step II. Establishing Goals

_____ Steps III & IV. Evaluating and Choosing a Solution

Explain briefly why you think Tom should return to this step.

CASE STUDY EVALUATION FORMS

A. From the case study you developed from the supplementary exercises beginning after Step I, list the possible solutions for your problem.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

5. _____

_____

_____

B. For each solution you listed, check whether each is either workable or not workable (Can it be accomplished?) and what you think about its usefulness (high, medium, or low).

	Workability		Usefulness		
Solution	Yes	No	High	Medium	Low
1.					
2.					
3.					
4.					
5.					

C. List the goals you developed that you would like your solution to achieve.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

5. _____

_____

D. Pick your best solution and state your reasons for choosing it.

cut here

SUPERVISOR'S OFFICE

NEWSPAPER OFFICE

cut here

SCHOOL

PSYCHOLOGIST'S OFFICE

cut here

SECRETARY'S OFFICE

VICE PRESIDENT'S OFFICE

cut here

PROCEDURE MANUAL

HOME

cut here

NEIGHBOR

INSTRUCTIONS FOR TRANSPARENCIES

1. THESE TRANSPARENCY MASTERS ARE DESIGNED TO BE THERMOFAXED (DUPLICATED AT THE SCHOOL).

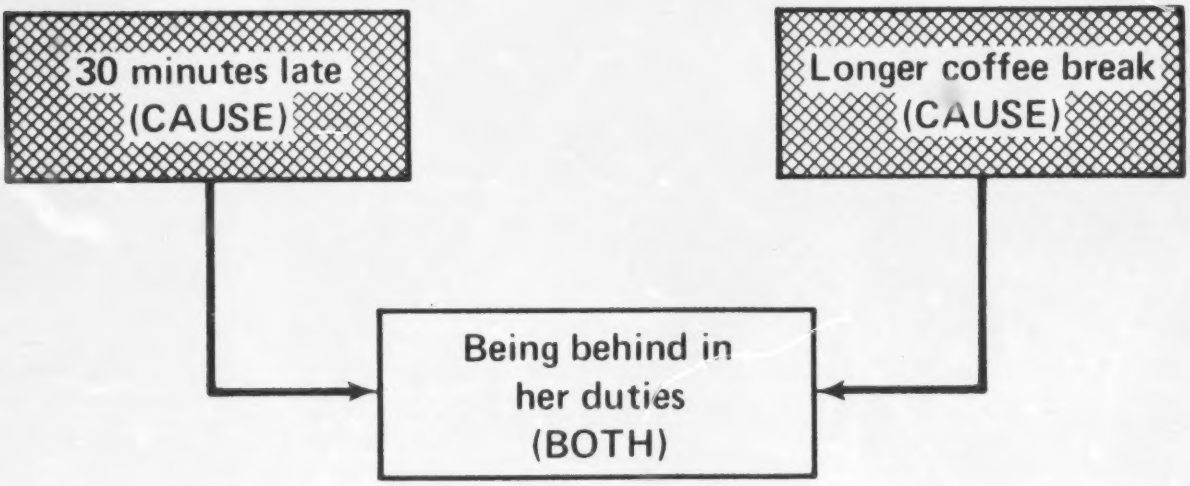
2. ALL TRANSPARENCIES (TR) ARE NUMBERED CONSECUTIVELY.

3. TRANSPARENCIES LABELLED WITH BOTH A NUMBER AND A LETTER ARE TO BE ASSEMBLED AND USED AS OVERLAYS. THAT IS, THOSE TRANSPARENCIES WITH THE SAME NUMBER ARE TO BE SUPERIMPOSED OVER ONE ANOTHER ACCORDING TO THEIR ALPHABETICAL ORDER IN THAT PARTICULAR NUMBER GROUP (E.G., 1A IS PLACED ON THE PROJECTOR FIRST AND 1B IS OVERLAID ON TOP OF IT).

4. THESE TRANSPARENCIES MAY BE MOUNTED IN A CARDBOARD FRAME WHICH CAN BE OBTAINED FROM VARIOUS AUDIO-VISUAL FIRMS.

NOTE: TRANSPARENCIES 2 AND 3 ARE USED FOR SUPPLEMENTAL WORK ON CAUSES AND SYMPTOMS. TRANSPARENCIES 5-8 ARE TO BE USED AT THE INSTRUCTOR'S DISCRETION. SEE THE APPROPRIATE METHODS SHEETS IN THE INSTRUCTOR'S HANDBOOK FOR FURTHER DISCUSSION OF USAGE.

STUDENT EXERCISE: BRISTOL

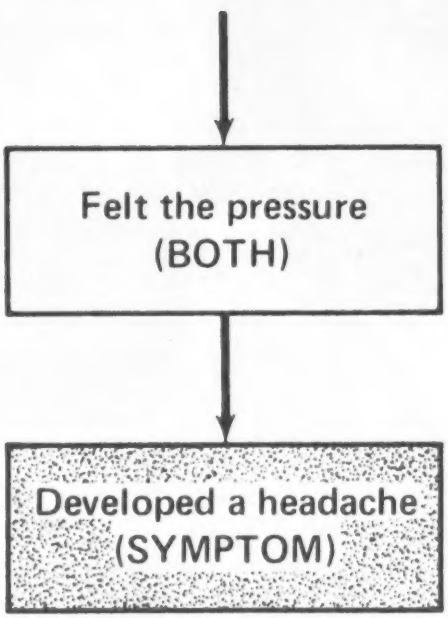


Legend:

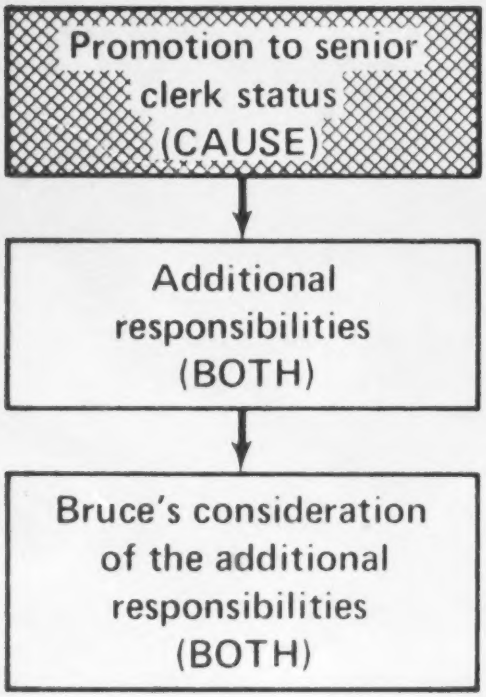
Cause

Symptom

Both


Felt the pressure
(BOTH)
Developed a headache
(SYMPTOM)

CASE STUDY #1: BRUCE


Promotion to senior clerk status (CAUSE)
Additional responsibilities (BOTH)
Bruce's consideration of the additional responsibilities (BOTH)

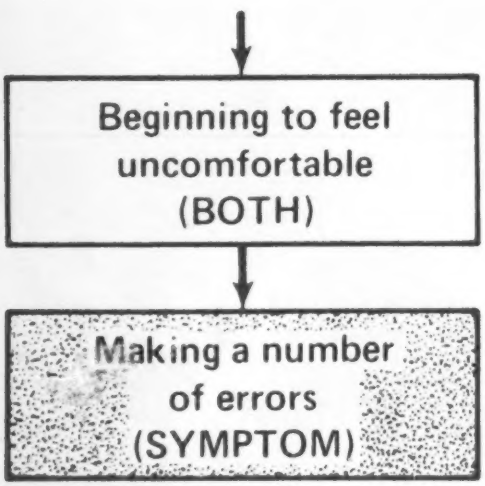
Legend:

Cause

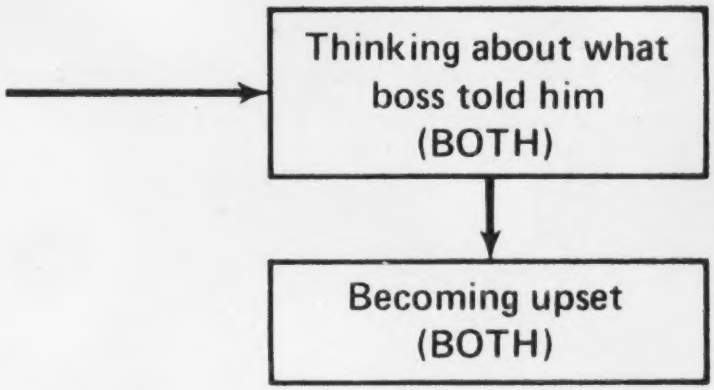
Symptom

Both

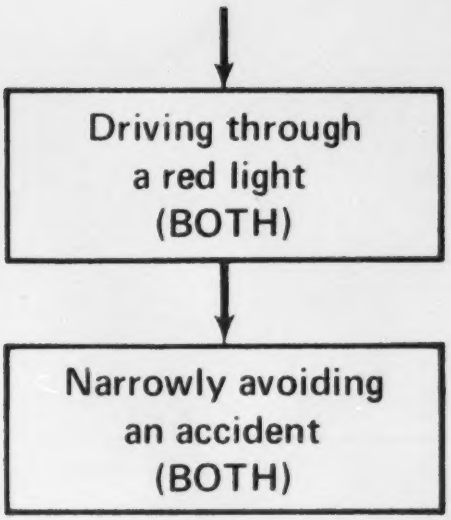
TR 2a


Beginning to feel uncomfortable (BOTH)
Making a number of errors (SYMPTOM)

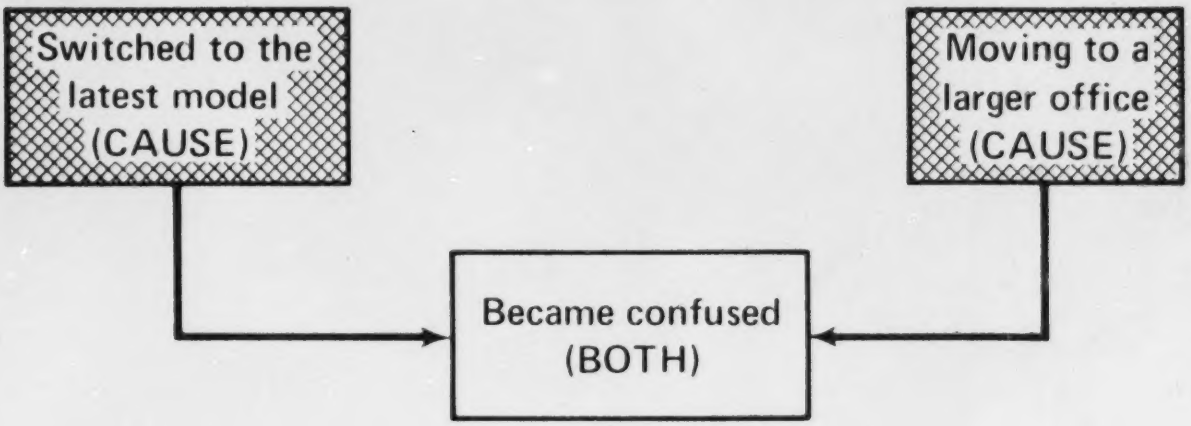
TR 2b



TR 2c


Driving through
a red light
(BOTH)
Narrowly avoiding
an accident
(BOTH)

CASE STUDY #2: HOLLY



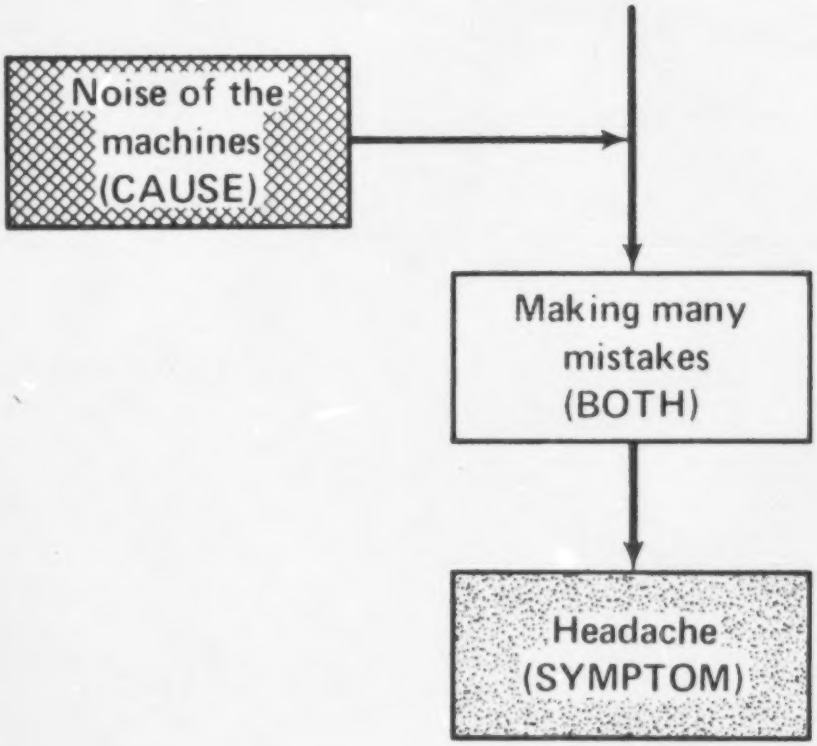
Legend:

Cause

Symptom

Both

TR 3a


Noise of the machines (CAUSE)
Making many mistakes (BOTH)
Headache (SYMPTOM)

TR 4

INFORMATION SOURCES RATING SCALE

SOURCE OF INFORMATION	ACCESSIBILITY (YES OR NO)	VALUE OF SOURCE (CHECK ONE)			RANKING (TOP 2)
		MOST USEFUL	AVERAGE USEFULNESS	LEAST USEFUL	

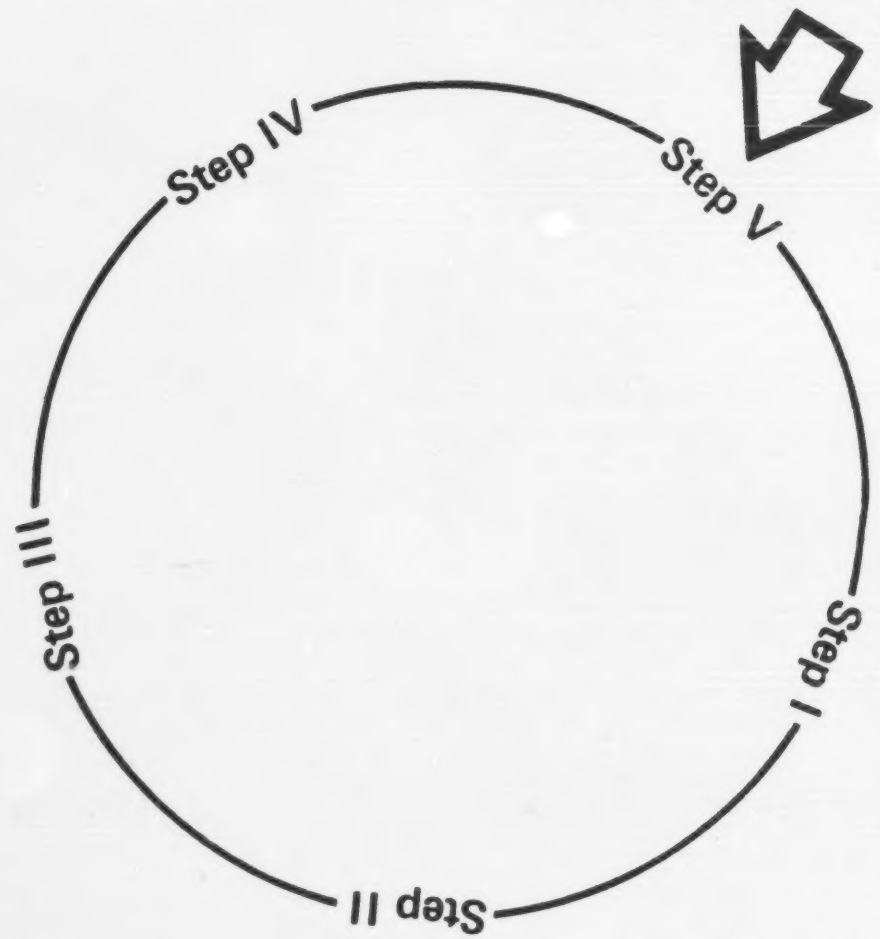
STEP V
RECYCLING TRANSPARENCY NO. 1

Validating Question

Do the results of the attempted solution meet the criteria?

If the answer is 'yes', then the problem is solved.

If the answer is 'no', then ask the next Validating Question [see Recycling Transparency No. 2], and recycle.



TR 5

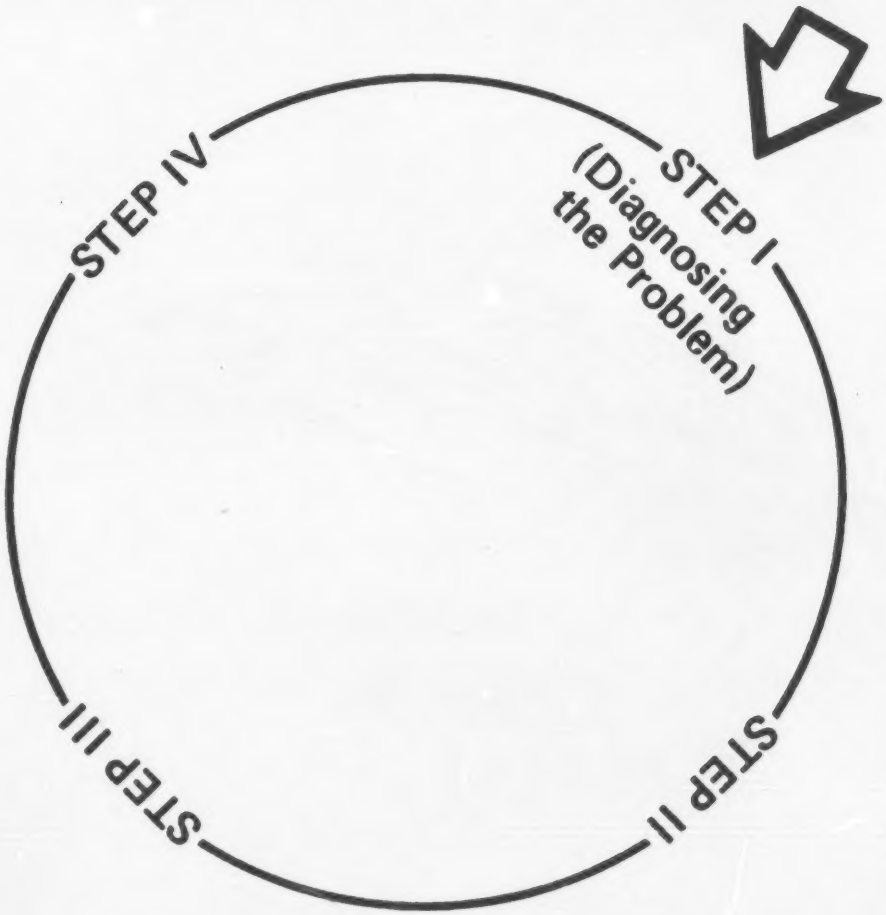
STEP V
RECYCLING TRANSPARENCY NO. 2

Validating Question

Is the problem diagnosed correctly?

If the answer is 'yes', then ask the next Validating Question [see Recycling Transparency No. 3].

If the answer is 'no', then Return to Step I and recycle thru the problem solving process.



TR 6

STEP V

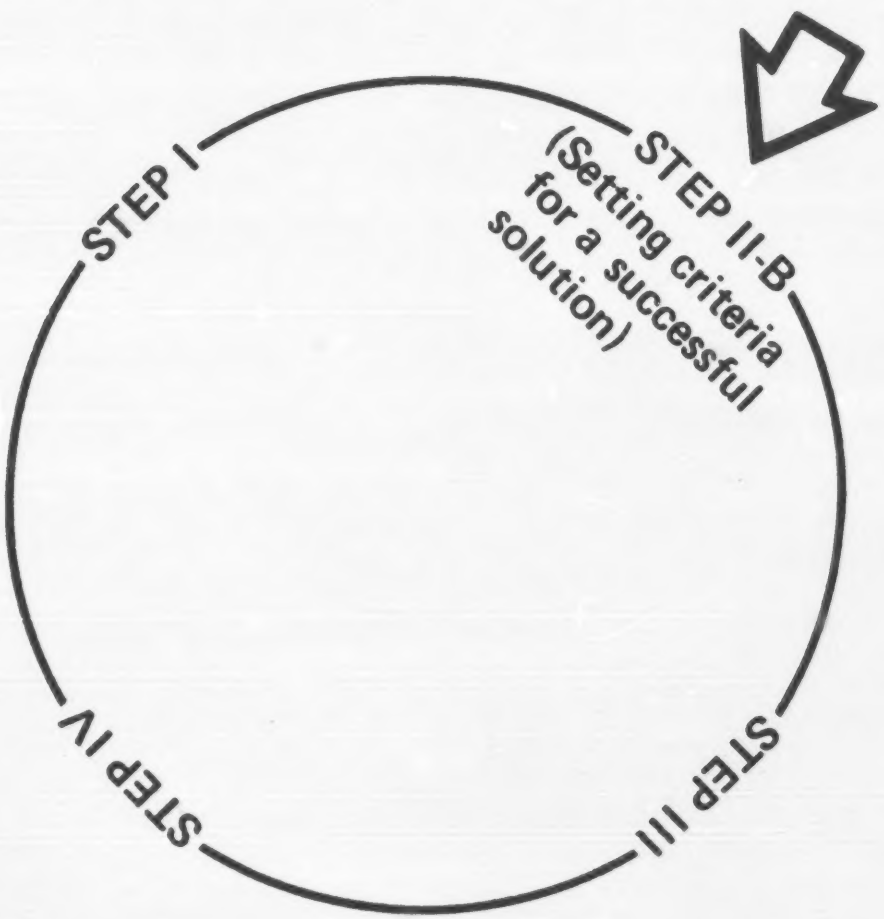
RECYCLING TRANSPARENCY NO. 3

Validating Question

Are the Criteria realistic?

If the answer is 'yes', then ask the next Validating Question [see Recycling Transparency No. 4].

If the answer is 'no', then Return to Step II-B and recycle thru the problem solving process.



TR 7

STEP V

RECYCLING TRANSPARENCY NO. 4

Validating Question

Was the best solution chosen from among all the solutions generated?

If the answer is 'yes', then Return to Step II-A and recycle thru the problem solving process.

If the answer is 'no', then Return to Step III and recycle thru the problem solving process.